**K-5 Math Lesson Plan**

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| **Teacher:** Herbin, Tennyson, Harris, Williams | | | **Grade:** 5th | | | **Date(s)**: August 2012 |
| **Unit Title:**  Understanding the Decimal Place Value System | | | | **Corresponding Unit Task:** Lesson 1  2012 Summer Olympics—Displaying Decimals  (Teach after pre-assessment for task 1) | | |
| **Essential Question(s):**  How can I read and write decimal numbers to thousandths using base-ten, number name, expanded form? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Chart paper | | **Student:**  Frayer model, paper and pencil, computer with internet access, calculators, Preassessment | | | Ones Tens  Hundreds Tenths  Hundredths Thousandths  Value Place  Number name form Expanded form  Base ten form | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  √ 1. Make sense of problems and persevere in solving them.  √ 2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  √ 4. Model with mathematics.  5. Use appropriate tools strategically.  √ 6. Attend to precision.  √ 7. Look for and make use of structure.  √ 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **5.NBT.3a**  Read and write decimal numbers to thousandths using base-ten, number name, expanded form. | | | | | |
| **I Can Statement(s):**   * I can define key vocabulary. * I can read whole numbers to the hundreds place. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Give students the pre-assessment. Allow students 30 minutes to complete. | | | | | |
| **Teacher Directed:**  Introduce key terms and have students complete a Frayer model with teacher for the term “ones”. | | | | | |
| **Guided Practice:**  Individually or in small groups, have students complete a Frayer model for their given term.  While students are working on Frayer models, assign small groups to “shop” at an online store ([www.walmart.com](http://www.walmart.com)) to find 5 different numbers with up to 3 digits (hundreds place). \*\*This information will be used in the independent practice.\*\*  *Be sure to explain to students that base ten numerals is the same as standard form and number name is the same as word form.* | | | | | |
| **Independent Practice:**  Students will complete the following chart using the items “bought” at the online store.   |  |  |  |  | | --- | --- | --- | --- | | **Item “bought”** | **Cost (base ten numerals)** | **Expanded Form** | **Number Name** | | *Ex. Plasma TV* | *$498* | *400 + 90 + 8* | *Four hundred ninety-eight* | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | | | | | |
| **Closing/Summarizing Strategy:**  Have students/groups present Frayer models to the class. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Use the numbers found in the lesson to practice comparing and ordering them. | | | Use calculator to check to see if expanded form is equal to base ten numeral are the same.  Use a dictionary or textbook glossary to ensure definitions are correct. | | | Reflect back on another form of modeling whole numbers (For example making a model using straws in a place value pocket chart, popsicle sticks, or any type of materials).  Use brace map to expand numbers.  400  498 90  8 |
| **Assessment(s):**  Collect items bought chart to determine mastery. | | | | | | |
| **Teacher Reflection:** (Next steps?)   * Did students grasp vocabulary? * What went well? * Student understanding/misconceptions. * Specific notes about students’ thinking. * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time? | | | | | | |

